DOCUMENT RESUME

ED 458 945 PS 029 897

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TITLE	Educating Minds and Hearts: Social Emotional Learning and the Passage into Adolescence. Series on Social Emotional Learning.
ISBN	ISBN-0-8077-3838-7
PUB DATE	1999-00-00
NOTE	216p.; In partnership with the Project for Social Emotional Learning, Teachers College, and the Collaborative for the Advancement of Social Emotional Learning (CASEL). Foreword by Howard Gardner.
AVAILABLE FROM	Teachers College Press, P.O. Box 20, Williston, VT 05495-0020 (paperback: ISBN-0-8077-3838-7, $21.95; hardback: ISBN-0-8077-3839-5, $45). Tel: 800-575-6566 (Toll Free); Fax: 802-864-7626; e-mail: tcpress@tc.columbia.edu; Web site: http://www.tcpress.com.
PUB TYPE	Books (010) -- Information Analyses (070)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Adolescent Attitudes; Adolescent Development; Change Strategies; Conflict Resolution; Cultural Pluralism; Decision Making; *Early Adolescents; Educational Environment; *Emotional Development; *Interpersonal Competence; *Middle School Students; *Middle Schools; Problem Solving; Program Descriptions; *Social Development; Student Needs; Student Responsibility
IDENTIFIERS	Peace Education

ABSTRACT

Based on the view that social and emotional learning (SEL) needs to be an integral part of middle school education, this book provides an overview to social and emotional learning and the development of middle school students, presents a representative range of SEL programs and perspectives, and offers reflections on the current status of SEL and possible directions to take in creating and improving programs and perspectives. The chapters are: (1) "Social and Emotional Learning Past and Present: A Psychoeducational Dialogue" (Jonathan Cohen); (2) "The Meaning of Development in Middle School" (William Solodow); (3) "Why SEL Is the Better Way: The New Haven Social Development Program" (Timothy P. Shriver, Mary Schwab-Stone, and Karol DeFalco); (4) "Creating a Positive School Climate: Strategies for Fostering Self-Esteem, Motivation, and Resilience" (Robert B. Brooks); (5) "Social Decision Making and Problem Solving: Essential Skills for Interpersonal and Academic Success" (Maurice Elias and Linda Bruene Butler); (6) "The Development of Responsibility in Early Adolescence: Approaches to Social and Emotional Learning in the Middle School" (Ruth Charney, Linda Crawford, and Chip Wood); (7) "Social and Emotional Learning: A Psychoanalytically Informed Perspective" (Steven Marans and Jonathan Cohen); (8) "Waging Peace in Our Schools: Social and Emotional Learning through Conflict Resolution" (Janet Patti and Linda Lantieri); (9) "Social, Emotional, and Political Learning" (Peggy McIntosh and Emily Style); (10) "The Cognitive, Emotional, and Behavioral (CEB) Framework for Promoting Acceptance of Diversity" (Norris M. Haynes and Steven Marans); (11) "Successful Implementation of SEL Programs: Lessons from the Thinking Skills Movement" (Ronald S. Brandt); and (12) "Learning about Social and Emotional

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Learning: Current Themes and Future Directions" (Jonathan Cohen). Each chapter contains references. (KB)

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